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ABSTRACT

Intended to be used as the basis for a brief inservice workshop, the auditory discrimination/listening skills packet provides information on ideas, materials, and resources for remediating auditory discrimination and listening skill deficits. Included are a sample prescription form, tests of auditory discrimination, and a list of auditory discrimination activities. The packet also contains reprints of articles on activities for strengthening auditory discrimination and listening skills. (SBH)

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INSERVICE TRAINING PACKET

AUDITORY DISCRIMINATION
LISTENING SKILLS

We promise:

Your kids are going to listen for a change.

MR. HERB A. SANG
SUPERINTENDENT

MRS. JULIA M. WICKERSHAM
DIRECTOR OF EXCEPTIONAL STUDENT PROGRAM

FLRS/CROWN
DUVAL COUNTY
TITLE VI-B
EHA

31 Warren Street
Jacksonville, Florida
904/633-6040

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HEAR YE!

AUDITORY DISCRIMINATION/LISTENING SKILLS

INTRODUCTION

THE AUDITORY DISCRIMINATION/LISTENING SKILLS PACKET IS DESIGNED TO BE USED AS THE BASIS FOR A BRIEF INSERVICE WORKSHOP TO PROVIDE TEACHERS WITH IDEAS, MATERIALS, AND RESOURCES FOR REMEDIATING AUDITORY DISCRIMINATION AND LISTENING SKILL DEFICITS. IN ADDITION, IT IS CONSTRUCTED IN SUCH A WAY THAT IT CAN BE USED BY AN INDIVIDUAL TEACHER WITHOUT PRIOR WORKSHOP TRAINING.

A SAMPLE PRESCRIPTION IS INCLUDED TO HELP THE TEACHER FOCUS IN ON A SPECIFIC DEFICIT. FURTHER, AN INFORMAL DIAGNOSTIC INSTRUMENT WILL ASSESS AUDITORY DISCRIMINATION SKILLS. THERE ARE SUGGESTIONS FOR TEACHER-MADE MATERIALS AND RELATED ACTIVITIES FOR REINFORCEMENT AND FOLLOW-UP.

WE REGRET THAT, DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

PRESCRIPTION FORM

NAME: _____ DATE: _____

DEFICITS

LANGUAGE: Inability to discriminate sounds; responds poorly to auditory stimuli; appears not to listen.

MATH:

EMOTIONAL/SOCIAL:

PHYSICAL/MOTOR:

PREVOCATIONAL:

OBJECTIVES: Students will demonstrate increased ability to listen. After completing all activities in packet, they will be able to discriminate familiar sounds.

PRESCRIPTIVE/PROCEDURES

Assess child's abilities and skills for visual discrimination.

Provide activities to develop auditory discrimination skills.

Follow up with specific activities to strengthen listening skills.

TEST OF AUDITORY DISCRIMINATION

PROCEDURE

Stand behind student or sit beside him is such a way that he cannot read your lips. If student makes repeated attempts to read your lips, make a note of this on the Record Blank.

Open the Picture Book to Series I. Hand it to student, saying: "Here are some pictures. I'd like you to point to the can." Proceed with Series II, always asking student to identify the three pictures. It is permisssble to vary directions by saying: "Point to the ...." or "Show me the ...." etc.

The examiner reads from the list on the Auditory Discrimination Record Blank; the italicized word in each series is the one to be pointed out.

Help student identify the pictures only if he clearly hears the word but cannot locate an appropriate picture, e.g. "I don't see any cans."

RECORD BLANK
AUDITORY DISCRIMINATION

NAME _____ AGE _____
(LAST) (FIRST)

SCHOOL _____ GRADE _____ TOTAL SCORE _____

1. can, fan, pan	_____
2. boat, coat, goat	_____
3. bowl, roll, pole	_____
4. cat, bat, rat	_____
5. hat, mat, map	_____
6. mouse, mouth, house	_____
7. clown, crown, brown	_____
8. ring, swing, wing	_____
9. bed, bread, red	_____
10. mitten, kitten, chicken	_____
11. vase, face, lace	_____
12. lock, fox, rocks	_____
13. lamb, ham, jam	_____
14. box, socks, blocks	_____
15. cap, cup, cop	_____
16. stair, chair, pear	_____
17. chain, train, rain	_____
18. car, star, far	_____
19. glue, two, blue	_____
20. tie, pie, sky	_____
21. poster, toaster, roaster	_____
22. boot, boat, note	_____
23. pen, fin, pin	_____
24. school, spool, stool	_____
25. bee, key, tree	_____
26. post, ghost, roast	_____
27. fire, tire, wire	_____
28. tack, sack, jack	_____
29. comb, dome, phone	_____
30. back, whack, rack	_____

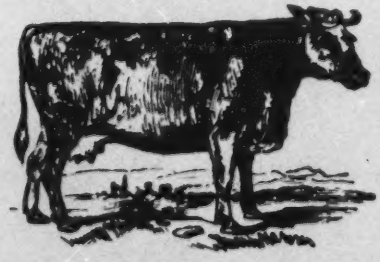
EXAMINER _____

AUDITORY DISCRIMINATION

Auditory discrimination involves listening, recognizing and differentiating specific sounds. It is the ability to hear likenesses and differences in sounds, sounds of letters, blends of sounds and sounds of words. It is also hearing a specific sound from a background of other noises. A child may have normal hearing and experience no trouble with his hears and yet be unable to pick out like sounds an different sounds in phonics. His auditory problems might be with words. If he cannot hear the difference between two spoken words, he cannot learn to associate each of them consistently with the printed symbol. This skill is important for effective reading. In the 1964-65 Denver study, children having reading difficulties in First Grade were weak in ability to hear sounds and identify letters, (among others). Children who have difficulty hearing these similarities and differences in words are likely to have difficulty using phonetic skills in reading. Some children may profit from a denying of visual approach to learning while auditory perception skills are developing. If after one month of such work a child is still having difficulty hearing likenesses and differences, ask for a hearing test. Give your observations to the tester.

****

WHAT IS THE PROBLEM:	HELPS:
Does not recognize sounds readily.	Give practice in identifying sounds: Listen to sounds in the room: tap on desk, on book, etc. Child is asked to identify sound - for variation could make noise for others to identify.
Needs skill is listening closly.	Sound Boxes are made of small containers; always two of them, that are filled with materials producing the same sound; for instance, one pair is filled with sand, another pair with paper clips, another with pieces of rubber, etc. The assignment for the student is to find the matching pairs by shaking the containers (unmarked, of course.)
Needs skill in hearing and identifying likenesses and differences in words.	Use variations of above game to discriminate Beginning sounds of words Ending sounds Middle sounds Rhymes First, only orally; later with word cards.



"meow"

AUDITORY DISCRIMINATION ACTIVITIES*

- draw attention to common sounds in and around the classroom.
- have listening periods of about two minutes in which time students identify sounds they hear in recordings, stories or poems.

- identify noises made by teacher (tearing paper, bouncing ball, etc.)
- use riddles, jungles, poetry to introduce rhyming words.
- practice lip reading: children point to various parts of the body as teacher lip reads word.

- have one child speak while others close their eyes and guess whose voice they hear.
- read a story omitting key words; have children supply missing words.

- tongue twisters.
- listen to sounds: are they near, far, high, or low?
- give three words, two which rhyme. Ask children to tell which rhyme.
- use taped sounds for identification.

- beat out syllables of words on a drum.
- sound words: have children tell what makes each sound (hum, hoot, tinkle, croak, etc.)
- take a walk with the purpose of listening to sounds; identify.

- clap out a rhythm, then call on a member of the class to repeat it.
- discuss sounds that identify different community workers.
- ask a student what he could buy in a store that begins with a certain letter of the alphabet you are pointing to.

- simon says.

TO STRENGTHEN AUDITORY DISCRIMINATION SKILLS:

BARNYARD FROLIC

Assemble two sets of word cards with the name of one animal commonly found on a farm on each, e.g. dog, duck, goat, chick, cat, bee, sheep, donkey. Print the word "barnyard" on one of the cards. The leader keeps a complete set of cards for himself and distributes one card to each player. When the leader holds up the card with the word "dog" on it, the child who holds the matching card must "bow-bow" like a dog and so on. When the leader holds up the word"barnyard" each child must respond with the typical sound made the animal on his card.

SOUND ALIKES

Collect a set of small pictures of words that rhyme, e.g. man, fan, can, cat, hat, bat, etc. Paint an egg carton an attractive color. A child can then sort the picture and put the rhyming cards into the separate sections.

This exercise may be adapted for beginning and ending sounds.

SHOPPING AT THE SUPERMARKET

Prepare word cards using the names of items that may be obtained at a supermarket, e.g. bag, basket, beans, book, bottle, cabbage, cake, can, candle, candy, corn, etc. (Duplicates are all right) Choose a leader who can then distribute several cards to each player.

The leader says, "Who has bought something that begins with the same sound as banana?",etc. The players whose cards answer the question will read them aloud and then give their cards to the leader. For more fun the leader may hold a grocery bag into which the children can deposit their "purchase".

LEARNING GAMES FOR LISTENING

Some of the skills essential to the development of good listening among the boys and girls can be reviewed through a variety of purposeful games. All of the thirty game listed below are instructional group games which can be adapted by the teacher to meet the needs of a particular classroom of children. Few of the games described herein require special materials.

AIRPLANES FLY

1. The teacher is the first leader, and the pupils are seated (or stand) far enough apart to move their arms freely.
2. The teacher describes a flying object or animal; and if her statement is true (e.g., "Airplanes Fly"), the pupils wave their arms. Should the statement be false (e.g., "The blackboard flies"), the pupils must keep their hands on the desk or on their knees.
3. Any pupil who moves his hands when the statement made by the teacher-leader is false is dropped from the game.
4. The pupil who remains in the game the longest wins the first round and becomes the next leader.
5. Fish Swim, Frogs Jump, and Dogs Run are variations.

BARTHOLOMEW CUBBINS HAS LOST A HAT

1. Flashcards of consecutive numerals from 1-35 (when there are 35 pupils in the room) are distributed to the pupils so that each pupil holds a card with a different number and each pupil knows the range of numerals in the classroom.
2. IT stands in front of the room while the others remain at their seats, and opens the dialogue: "Bartholomew Cubbins Has Lost A Hat. Do you have it, No. 6: The pupil holding the numeral six card promptly stands and says, "Who, sir Me, sir " before IT repeats his line, "Bartholomew Cubbins Has Lo t A Hat." IT replies, "Yes, sir, you, sir," and No.6 insists, "No, sir." Then IT demands, "Then who, sir?" and No. 6 retorts, "No. 13, sir."
3. The pupil holding the numeral thirteen card must stand quickly and repeat, "Who, sir? Me, sir?" before IT repeats his line, "Bartholomew Cubbins Has Lost A Hat." Should IT have time to repeat his line, No. 13 is out of the game and must forfeit his numeral card.
4. The game continues quickly until each pupil has had a turn or until the period is over.
5. Suggestions: (a) The class may be numbered consecutively, beginning with any number nd going up o 500 or 1000, to stress a review of higher numbers; (b) instead of numerals, names may be used ither at the start of the semester or during the week that new pupils have joined the group, (c)If the teacher will secretly designate the guilty party ealier in the day, he can admit that he took the hat when his number is called during the game; and the game ca end with a flourish.

BEFORE OR BEHIND

1. Half of the players stand in a circle with the teacher in the center. the remaining players stand in a line.
2. The teacher calls each player from the line and directs h m to stand before or behind someone in the circle; e.g. "Jim, stand behind Tom."
3. As each player from the line oves to his new position, he must explain where he is going, "I am going to stand behind (or before) John."

4. When everyone is in the circle, the players in the outer ring join hands and sing a round, as do the players in the inner ring.
5. Suggestions: This game is helpful for teaching names at the start of the school year or for welcoming a new boy or girl anytime during the year.

BOUNCING BALL

1. The pupils are seated with their eyes closed.
2. The teacher, as "It", bounces a rubber ball or tennis ball a number of times at random.
3. The players listen and count the number of bounces silently.
4. "It" calls on one player who responds, "You bounced the ball.....times." If his response is correct, he is allowed to have the next turn to be "It". If his response is incorrect, another player has a turn to give the proper number of bounces, for the Bouncing Ball.
5. The winner of Bouncing Ball is the pupil who is "It" the longest.
6. Variation: In classes of children above the first grade--the ball may be bounced three times, then a pause, and then bounced four times, "For three and four are seven".

CHANGE THE RECORD

1. The teacher, preferably with the help of her class, prepares several sets of round cards covering families of words. Each card within a set lists one phonogram (e.g., rat, cat, mat, sat, fat, hat, and bat.) (She may, of course, prefer to purchase a commercial set instead.)
2. The cards are all placed along the chalkboard and the pupils are seated at their desks or tables.
3. The teacher recites a riddle: e.g. "My word is 'sat'. Change one letter and get something that makes a purring sound."
4. The teacher calls on each pupil in turn who is allowed to leave his seat to get the card that he believes contains the answer to the riddle. He can keep the card upon giving the correct answer. He continues to play until he makes an error.
5. The players with the most round cards at the end of the game are the winners of Change the Record.

CROSS OUT RELAY

1. Before the game the teacher writes on the left half to the chalkboard 50 or more numerals with which the class is familiar, presenting them in a mixed or inconsecutive order. Then on the right half of the board she repeats the process, using the same numbers but in a different mixed order.
2. Two teams are chosen and stand facing the class, not the numbered board. The player on each team who is nearest to the board receives a piece of chalk.
3. The teacher calls out one number at a time, and a player from each team must quickly cross out that number on the board and pass his chalk to the next player.
4. Any player who does not cross out the proper numeral must return to the board, erase his mistake, and rewrite the numeral.
5. The team which is the smallest amount of numerals left after a designated time is declared the winner of the Cross Out Relay.

DON'T GO HUNGRY

1. The teacher has a stack of large cards with one letter of the alphabet on each card. On the chalkboard is a roster headed "Go Hungry".
2. The pupil chosen as "It" says, "I will go to the store to buy some apricots, some bananas, some cabbage, and dates" (and the items are spoken in alphabetical order).
3. The teacher holds up a card with the initial letter of one of the foods mentioned e.g. the letter b. Players who can recall the "b" word as "bananas" raise their hands.
4. "It" calls on one of the players who has raised his hand. If his response is correct, he is allowed to select a new "It." If his response is incorrect, his name appears on the "Go Hungry" roster.
5. At the end of the game, the winners are all the pupils who Don't Go Hungry because their names are not posted on the board.
6. Suggestion: The class may decide to omit certain letters such as q, x, y and z.

FOLLOW THE LEADER

1. All pupils sit in a circle with the teacher.
2. The first player at the teacher's right mimes and describes his action (e.g., "I am tasting the hot soup.") and the second player (at the right of the first player) repeats that action and then adds a new action of his own.
3. The third player repeats the actions of the first two and then adds one of his own.
4. Each player in the circle must first repeat the actions already shown and then add a new mime. Should he forget an action, give it in the wrong sequence, or identify it incorrectly, he is out of the game.
5. The winning player is the last one left in this cumulative game of Follow The Leader.

FRUIT BASKET

1. IT stands holding a basket with various fruits (or pictures of various fruits on individual pieces of paper). Other players are seated in a circle or in two parallel lines, but there are no extra chairs.
2. IT studies the contents of the Fruit Basket and then passes the Fruit Basket to each player, who is allowed to remove one piece of fruit.
3. When the players are ready, IT stands at the end of the double line or in the center of the circle and begins the dialogue:

IT: Good day, my friends.
Group: Good day, IT, how are you?
IT: I am hungry.
Group: Do you like fruit?
IT: Yes, I like fruit very much.
Group: Which fruit would you like?
IT: I would like--grapes and bananas.

4. As IT says, "I would like--grapes and bananas," the two players holding those fruits must change places while IT tries to sit in one of their empty chairs.

5. The player without a chair is IT next, and the game continues.
6. Variations: Animal Basket, Vegetable Basket, Laundry Basket (clothing) and School Basket.

GOSSIP

1. All the pupils sit in a circle with their teacher.
2. The teacher whispers a word to the child on her right, who in turn whispers it to the pupil on his right.
3. The word is whispered around the circle until it reaches the last child who must tell aloud what he has heard. The teacher or leader then reveals what the original word was that she said so that the children can compare to see how well the Gossip and listen.
4. Variations: A sentence is whispered; Older children may repeat book titles, proverbs, or popular advertising slogans.

HAVE YOU SEEN THE BUS DRIVER?

1. The players stand in a circle. After one player is chosen as IT, he steps outside the circle.
2. IT taps one of the players on the back, asking, "Have you seen the Bus Driver?" Then the player says, "How was he dressed?"
3. IT begins to describe one of the other players in the circle, who, as soon as he recognized the description, chases IT around the outside of the circle.
4. IT runs around the circle one or more times before he stops in the Bus Driver's place. If the Bus Driver does not tag IT during the chase he becomes IT in the next round.
5. Variation: "Have you seen by father?"; "Have you seen my Camel?"

I AM GOING TO THE MOON

1. Pupils remain at their desks, and the first pupil in the first row begins by saying, "I am going to the moon. I am taking my elephant."
2. The second pupil continues, "I am going to the moon. I am taking my elephant--and some icecream."
3. Each succeeding pupil must repeat all the items previously mentioned in the proper sequence, and then add one more object, animal or person.
4. Any pupil who fails to repeat the items already mentioned in the proper sequence or else include items not mentioned at all is out of the game.
5. Variation: For advanced pupils with greater background in geography, the game may be called "I am going to France(Germany, Spain, etc.) to see" and elicit names of cities, rivers, mountains, or other tourist attractions.

I AM PACKING A BAG

1. The pupils are seated at their tables or desks.
2. The first child chosen as "IT" says, "I Am Packing A Bag and will put something in it that begins with....(and he names a single sound like) b."
3. Then the other players who can supply a needed word raise their hands.
4. IT calls on one player who correctly says "book", "bear", or "bicycle." Then the second player now becomes IT and chooses the next and different sound.
5. Suggestions: A large paper bag, hat box, or zipper notebook binder makes an effective prop for IT; With older children this game may be played with teams and scoring of points as each member says a different word with the same initial sound; Initial blends may be used on occasion.

JUMP UP

1. The teacher reads or tells a story. It may be an original tale written by herself, an old folk tale, or a simple anecdote.
2. Each player is then assigned to be a character or object in the story.
3. The teacher now retells the whole story except that this time each player must Jump Up (or stand up in a crowded classroom) every time his character or object is mentioned.
4. The players with superior listening comprehension are all declared the winners.
5. Variation: As the players Jump Up, each must make a sound characteristic of his role.

LOST SQUIRREL

1. On the flannel board are cutouts of one squirrel and three distinctively shaped trees whose names begin with different letters (e.g. maple, elm, and pine.)
2. The pupils are seated near the flannel board.
3. The teacher says a word beginning with the letter m, e, or p. (e.g., elephant). The first player who recognizes the initial sound of "elephant" raises his hand and places the squirrel cutout on the elm tree cutout. If the first player makes a mistake, the teacher calls on another pupil.
4. The game continues until all the children have had turns taking the Lost Squirrel to the various trees.
5. The winners of Lost Squirrel are all the players who successfully located the squirrel's home.
6. Suggestions: Words beginning with vowels should be avoided when the game is played with kindergarten or early primary children; The same idea could be used with a Lost Bee looking for a home in a dandelion, rose, or buttercup cutout; Initial blends should be avoided.

MINUTE WORDS

1. The teacher or leader needs a stopwatch or a watch with a minute hand. A scorekeeper is chosen.
2. Several short teams are selected and face the teacher.
3. The teacher announces either the name of a recent study unit or an alphabetic letter (depending upon the language maturity of the group) to each team, whose members then have one minute to see how many different words they can name which relate to the unit or begin with the letter listed.
4. Each player on a team participates in sequence.
5. The winning team is the team with the most Minute Words.

MUSICAL CHAIRS

1. Chairs are arranged in one, two, three, or more rows depending upon the number of pupils playing. Seats and backs are faced alternately along the row and the total number of chairs is always less one than the number of players.
2. The teacher plays the piano or uses recorded music as the players march around the chairs.
3. When she stops the music suddenly, each pupil must scramble for a chair. The only child left standing must remove one chair from the area; he is out until the next game.

4. The round continues until there is only one chair left; its occupant is the winner of Musical Chairs.
5. Variation: Large cutouts are taped to the floor at various points in a circle and the players march around the circle stepping on each cutout as they come to it. When the music stops, any pupil, whose foot or feet are on a cutout, is eliminated from that round.

PENCIL SHARPENER

1. Each pupil remains at his seat until it is his turn, so that one pupil is out of his seat at a time.
2. The first pupil in the first row walks over to the Pencil Sharpener and says, "This is the Pencil Sharpener," as he touches it. Then the second pupil in the same row walks over to the Pencil Sharpener, identifies it as he touches it, and then walks over to another part of the classroom environment, identifying and touching it (e.g., "This is the clock,"). The third pupil in the same row follows the same sequence beginning with the Pencil Sharpener and concluding with a new addition.
3. Any player who fails to repeat the sequence properly, who fails to identify the items as he touches them, or who forgets to add an item, is out of the game.
4. Each player has one turn, and the player recalling the longest list of items correctly is the winner of the Pencil Sharpener game.
5. Suggestions: (a) Pictures placed on the chalk tray may also be included in the identification; (b) During the first week of the semester, the pupils in certain rows may be substituted for classroom items; (c) It is more stimulating when items chosen are not adjacent to one another.

RAT-A-TAT-TAT

1. The pupils are seated at their desks or at their tables.
2. With a drumstick, the teacher beats out with a Rat-A-Tat-Tat on her drum or table top a certain number of syllables.
3. The pupils listen for the number of syllables in their first name and later, their first and last names.
4. When a player believes that his name has been tapped out, he stands and claps as many times as there are syllables in his name.
5. All players who succeed in recognizing the number of syllables in their names in any one round are declared the winners of that round.
6. Suggestions: (a) The teacher may select a child to beat the drumstick; (b) Older children may sound out the names of songs or the first lines of familiar poems or song lyrics.

RHYME SCHEME

1. The pupils are assigned to short teams.
2. The teacher recites or reads to the first player on the first team a couplet but purposely omits the final rhyming word (e.g., "Farmer Day cut the ....." or "Grocer Ted sold fresh .....").
3. The first pupil of the first team must successfully complete the couplet in a reasonable length of time in order for the rest of the players on his team to continue completing a Rhyme Scheme. Should he miss, the first player of the second team must attempt to finish the couplet satisfactorily.
4. The team whose players continue completing the most couplets wins the Rhyme Scheme game.

RIDDLE RHYMES

1. The pupils are seated at their desks or tables.
2. The teacher is the first person to be "It" and she says, I'm thinking of something that rhymes with 'hall.' It is round and we can play with it. What am I thinking of?"
3. One of the players raises his hand to ask, "Are you thinking of 'ball?" If his answer is correct, he becomes "It" for the next game but if his answer is incorrect, "It" must promptly recognize another player.
4. The winner of Riddle Rhyme is the player who remains "It" the longest.
5. Variation: Each pupil brings an object from home that has been placed in a paper sack, and develops a Riddle Rhyme about it. He opens the sack when his riddle has been answered.

SALLY SAYS

1. The teacher is Sally during the first round and stands in front of the room. The pupils stand at their seats.
2. When Sally precedes her command with "Sally Says")e.g., "Touch your toes"), each pupil performs the command with Sally. If Sally does not precede her command with "Sally Says", the others must ignore the command no matter what Sally herself does, or be dropped from the game.
3. A pupil who is out of the game sits down and the last pupil standing becomes the next Sally.
4. Suggestions: (a) Sally should work quickly and always perform her own commands; (b) Actions and clothes can be stressed as well as parts of the body; (c) A boy may refer to himself as "Sam".

SECRET COLOR

1. All pupils are seated in a circle except "It" who stands inside the circle.
2. The players seated are each assigned a Secret Color by their teacher. She whispers the Secret Color individually to the boy or girl and may assign the same Secret Color to more than one player at once.
3. "It" begins to call out color names at random. As soon as he mentions one of the Secret Colors assigned during that round, the players given that color must promptly leave the circle and move clockwise around the outside. They may hop, skip or walk but all must follow the identical action of the first player that leaves.
4. "It" also leaves the circle and imitating the action of the moving players tries to tag the players one at a time.
5. The last player to be tagged becomes "It" for the next round.
6. Suggestions: (a) The total number of different Secret Colors assigned should depend upon the maturity of the group; four colors are adequate for kindergarten and early primary children; (b) When the game is played outdoors, "It" and the other players have the option of running around the circle.

SHOPPING CART

1. The teacher needs pictures of foods available at a market.
2. One player is chosen as IT; the other players sit in a large circle with no empty chairs and hold up pictures which are visible to IT.
3. IT walks around the circle, saying, "I went to the market and in my Shopping Cart I put some..... and some..... (etc.)," naming different foods which he sees pictured. The players holding the pictures leave their chairs and follow IT around.
4. When IT decides to stop shopping, he says, "My Shopping Cart fell over." Then IT and the players behind him must find empty seats.
5. The player left standing becomes IT for the next round.

SILENT MOVIE

1. The pupils are seated in small circles. A scorekeeper is chosen.
2. The teacher says a word like "drip" to the first circle which must promptly think of a rhyming word that can be expressed in quiet group action or in pantomime.
3. The first circle now can skip together quietly around the other circles, and score one point.
4. The group with the greatest number of correct and quiet actions wins Silent Movie.
5. Suggestions: (a) Homophones (e.g., "walk" for "hawk") are acceptable among primary and middle-grade pupils; (b) A small camera may be mounted on a tripod for an effective prop.

THIS IS MY SHIRT

1. The players line up, in front of the classroom. One player is IT.
2. IT walks up and down in front of the line. Suddenly he touches a part of his clothing (or body) and deliberately misidentifies it (e.g., "This is my shirt," when he touches his shoe.), as he points to one of the players.
3. The player addressed promptly replies in the reverse ("This is my shoe" as he touches his shirt.)
4. The first player that IT can trap becomes IT in the next round.

TRAFFIC OFFICER

1. The teacher first places in various locations about the room selected pictures of community buildings (including a school, library, post office, etc.)
2. One pupil is chosen as the Traffic Officer and stands in front of the room. He may wear a conspicuous badge.
3. The Traffic Officer calls on individual pupils who come up and ask how to reach one of the buildings pictured in the room (e.g., "How do I find the library?")
4. The Traffic Officer must give specific directions (e.g., "Go west past the school") and if he gives incorrect directions, he must forfeit his post. The pupil receiving the directions must follow them closely (and not merely walk to the pictured building) or else he is out of the game.
5. The Traffic Officer who retains his post the longest wins the game.
6. Variations: Instead of a Traffic Officer , a Control Tower can be used with pupils as airplanes looking for landing instructions.

TWENTY QUESTIONS

1. One pupil is chosen as IT, IT selects an object or person (found either in or out of the classroom) and whispers his choice to the teacher.
2. IT opens game by saying to class,"I am thinking of something (someone) that is ..... in the park."
3. The class then is allowed Twenty Questions which will help describe the object or person, and IT must answer each question truthfully.
4. Finally, each pupil is allowed to ask, "Are you thinking of .....?" until one can correctly identify IT's choice. That pupil becomes IT for the next round.
5. Variation: For less mature groups, Ten Questions will be sufficient.

UTELLO

1. The pupils are seated at their desks or tables.
2. The teacher as the first "Director" chooses one volunteer player to follow her directions which are given all at once and demand the performance of several actions within the classroom. For instance, she may say, "Walk to the chalkboard. Draw a circle. Then draw a square inside the circle. Write the word 'dog' inside the square. Run to your seat and sit down."
3. If the player successfully follows all the directions, he becomes the second "Director".
4. The "Director" who retains his post the longest wins the Utello game.
5. Suggestions: (a) The directions must be given slowly and clearly; (b) The teacher may need to help the succeeding "Directors" decide if the directions have been followed properly; (c) The directions may relate to something current in the classroom unit such as California geography; and the Director could say, "Draw a map of California. Locate San Fransico. Locate San Diego. Label the Pacific Ocean."

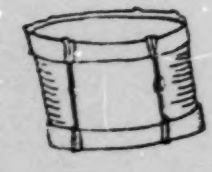
VERBAL TENNIS

1. Short teams of pupils face each other seated in rows or across tables.
2. The teacher or leader announces a word like "feed" which is a member of a large family according to its final sound.
3. The first player on the first team must say a word that rhymes with "feed" like ....."seed".
4. The first child on the second team then says a third word that rhymes with "feed" and "seed" like....."need".
5. Verbal Tennis continues back and forth between the two teams until the pupils have given all the words they know in one family or until the teacher supplies a word from a new family like...."red".
6. The team with the greatest number of correct words recognized or points earned wins Verbal Tennis.
7. Suggestion: Homophones (e.g., "bead" with "feed" and "seed") are acceptable among primary and middle-grade pupils.

THE CHILD AND THE ENGLISH LANGUAGE ARTS, Mildred R. Donoghue, pp. 149-157

LISTENING GAMES

Eleanor Pankow



COUNTING GAME - Use traingle, drum, rhythm sticks. The teacher taps any number from one to six, and asks, "How many?" then adds a child's name for responses. (To say the child's name first relaxes other children's attention.) After using this game several times, the teacher may choose a child to be the "teacher" and allow this child to choose the number, tap it out on the instrument, then call on someone for response.

Later the game may be extended to the use of number cards, having a child choose correctly the number for the taps played. As children become familiar with the numbers, extend the activity to higher numbers.

WHISPERING GAME - Use when children are getting wraps, lining up at the door, or preparing to go home. The teacher whispers a child's name softly. The child responds accordingly - rising to line up, get wraps, or raise hands.

This game demands both his listening and watching, for the formation of the teacher's mouth in saying a name is helpful for children to recognize names. If the children get restless after a time, give a general word as "everyone", "boys", "girls", "all those with brown eyes".

SINGING ROLL CALL - A variation of reading names at roll call may be the singing of a child's name; then having the child sing the same little tune back to the teacher.

This activity serves to notice both children who have unusual singing ability and conversly those who have not been exposed to preschool singing experiences and cannot repeat a tune.

CLAPPING OR ROLL CALL - The teacher calls a child's name, clapping the syllables at the same time. The child repeats the name and action. Use only first names to begin this game; later it may be extended to first and last names.

Another game may be devised from this. Divide the room into four areas - "one clap," "two claps", "three claps", and "four claps". As each child claps his name, he moves to his area.

ACTION WORD GAME - Use such words as run, jump, walk, hop, skip, skate, slide, dance. Say the action word first, then a child's name for a turn to respond. Or divide the group into several sections, each section doing an action.

NUMBER GAME - Children may be seated in a group, The teacher says a number with three digits, then points quickly to some child, commanding "Say it." The three digits must be repeated in correct order. Gradually use four digits, then five. Vary the game by using letters instead of numbers.

FIX IT - Say a sentence with words in displaced order, such as "John ran the hill up." "Sally the candy ate," "Sit the chair in." After saying the sentence, point to a child to "Fix it".

ELEANOR PANKOW is a kindergarten teacher at Cuffee School, Chicago, Illinois.

LISTENING ACTIVITIES

Every school day abounds with opportunities for teaching children to be more effective listeners. Not all of these opportunities need to be converted to listening lessons as specific as the ones previously suggested, although a good many of them can be, but variety may be injected and still give effective attention to listening. The suggestions below may be used as basis for developing others.

1. Read a description of a scene to the class. Have the pupils draw pictures depicting what they heard.
2. Read descriptions of well-known people--perhaps persons studied in social studies--and have the pupils guess their names.
3. Select written materials that contains words unfamiliar to the students and list the words on the chalkboard. Read the material aloud after asking the pupils to listen to determine the meanings of the words from the context.
4. After a child's oral report ask questions of the pupils. For example: What did Jim talk about (main idea)? What did he say first, next, and last (details and sequences)?
5. Use directions with several parts. For example: "Write your last name first, then your first name, in the upper right hand corner of your paper. Under this write the date.
6. Tape record a short radio or TV newscast that presents facts without commentary. Also record a new commentator who broadcasts his own opinions along with the facts. Play the two recordings to the class and ask the pupils to point out the differences between the two recordings.
7. Have the pupils keep TV and radio logs of listening habits. Have the logs discussed, including giving attention to standards for choosing programs.
8. Play a tape recording of a talk. Cut it off before the conclusion and ask the pupils to state what the speaker's conclusion will be. Such recordings may vary in difficulty, and progression should be made from the simple to the more difficult.
9. Prepare tape recordings of materials and have pupils listen for signals which guide their gaining of meaning. Language signals may be such phrases as "three reasons for this plan.....," "the following are .....," and "my major concern is .....," or transition words and phrases such as "on the other hand," and "on the contrary."
10. Have oral messages carried from class to class, giving children opportunity to practice retention of ideas.
11. Read sentences to the children, omitting one or more words in each sentence. Have them tell the missing words. Make some of the sentences the kind that requires the children to "listen on" (similar to "read on") in order to determine the words.
12. Oral arithmetic is also useful for teaching listening skills. For example, you might say "Let's see if you can follow a number trail. Add 13 and 3, take away 6, multiply by 5, and divide by 2. What do you have?"
13. When children are absent from class, give those present the assignment of summarizing and passing on orally the instructions missed by the absentees. Make certain that you check these.

etc...

14. Speak the last syllable of a word to the class ("ick," for example). Ask the pupils to speak aloud as many words as possible ending in the same sound (lick, tick, sick, pick, etc.) without repeating any words.
15. Read a short poem to the class and ask the pupils to guess the title, or to make up a title. Encourage the children to give reasons for their choices.
16. Have the pupils finish tall tales or other stories told or read to them. Encourage them to continue the story theme, thus requiring careful listening in order to have the story take a new direction.
17. Give tests orally; that is, instead of writing questions on the chalkboard read them to the class. This works well for questions with short answers such as true or false.
18. Read stories with an occasional word missing, Have the pupils supply the missing words.
19. Have the pupils listen to appealing articles related to social studies or science which have unknown words but which provide some context clues. Illustrate for the pupils before they listen that clues to unknown words may be provided by synonyms, by summary statements which explain, by statements which provide definintions, and so forth.
20. Have the pupils listen to classmates read to see if they can determine the punctuation. They may also evaluate the reader in terms of his reading with feeling, his ability to "capture" his audience, his intonation , etc.

more ideas....

- Have children listen to various tones of voice: sarcasm, weariness, irritation, perplexity, anger, excitement.
- Have children listen to bird calls and songs and try to identity each.
- Tell "chain" stories in which each child continues story events from where previous steaker stopped.
- Have children listen to several short stories. Then choose a group to plan and give dramatization of one. Others should be able to recognize the story.
- After they have listened to a set of direction only once, have children carry out a simple experiment or construct a simple crafts project. They might also write these directions.
- Have the children listen to a paragraph read by the teacher to hear separate sentences. How many sentences?
- Give a very simple direction to the class, such as, "Take your arithmetic book out of your desk." This is followed by a series of increasingly complex directions up to the point where the students have to go through five or six consecutive stops such as, "Take your English book out of your desk, turn to page 62, begin with question 15 and answer every other question to 25."
- Have captains of teams give directions for games on playground.
- Game: "Guess the Mystery Spot" by listening to the directions given.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL, by Gertrude B. Corcoran, pp.86-7

SUGGESTIONS FOR FOSTERING LISTENING SKILLS

Because listening skills are emphasized in the primary grades, many of the following suggestions are planned for primary children.

* Have children make experiments with word sounds for fire engine, tugboat, airplane, horse, bear, etc., sad and happy, animal sounds, nature's forces, holidays, churchbells, whistles, etc.

* Instruct children to close eyes--concentrate on what they hear. After one minute, let them tell everything they heard(paper crushing, tapping a glass, writing on board, tip-toe walking, etc.

* In "Share and Tell", have child describe interesting out-of-school experiences to classmates and bring in various objects which may be of interest to them. Assign pupils to small groups of five or six children. Pupils take turns being the leader each day. Children feel more comfortable meeting in small groups. They ask more questions and exchange more comments.

* In "Sharing Time", find similar objects (such as two trucks) and let children analyze differences, bringing out critical thinking as to color, shape, purpose, numbers, feel, etc. Let one child find out similarities, another differences.

* Tape record children's stories. Have child listen to his own voice and others. Good for discussion.

* Clap rhythm of song well known to group and choose someone to identify the song. Correct answer qualifies child to be "it" and clap out the next song.

* Read wide variety of good stories and poems, calling attention to techniques of Suess, De la Mare, etc. Tongue-tickling ways of saying things are read.

* Let children tell which words are alike.

* Let children select words from poems that are read which make them hear sounds: swift, slapping, rush, swishing, boom, etc.

* Place many familiar items in "treasure chest", "Giant" says, "Bring my _____, _____, _____," naming three, six or ten things in the box, and chooses someone to get items from chest. If child gets all items he becomes "giant".

* Speak two sentences using the same word with different meanings. Have children name the word and discuss how two meanings are different.

* Game: "I Lost My _____." Describe something and have children guess what it is.

* Have child pretend he is a certain kind of worker. Children listen to guess what worker he is. (Social Studies)